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AUTHOR	McEver, Catherine
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ABSTRACT

This catalog offers options, ideas, and experience from existing community career education resource centers (CCERC) which can contribute to the development of more such centers. The catalog's content, based on a national survey of well known CCERCs, is divided into several areas: (1) overview, which explains the function of a CCERC and includes a discussion of linking agencies; (2) audiences, with sections on the different needs of students, adults, and youth out of school; (3) services, including occupational information, counseling, speaker bureaus, simulation, and evaluation; (4) volunteers; (5) community involvement; (6) operations, with short discussions on staffing, housing, advisory committees, and costs; (7) index; and (8) feedback/forum. The index lists those programs which responded to the need for information about existing activities and centers; references are included. A statement by Kenneth Hoyt, explaining the CCERC concept, is also included. (CT)

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A CATALOGUE OF POSSIBILITIES

THE COMMUNITY CAREER EDUCATION RESOURCE CENTER

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Produced by Catherine McEver
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Project Director, Lucinda L. Kindred
Oakland Community Career Education Resource Center
Industry-Education Council of California
149 Ninth Street, San Francisco, California 94103

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THE SURVEY/CATALOGUE PROCESS

The content of this catalogue is based on a national survey of 'well known community career education resource centers.' However, as noted in the catalogue, and by Ken Hoyt in an interview during the survey process, there appear to be no existing centers which include all audiences and services as described by Hoyt (see 'Introduction').

There are a number of centers which have developed exemplary elements of a CCERC, which have initiated effective and extensive collaborative efforts within their communities, which are attempting to reach audiences previously ignored by school-based centers, and/or which were able to identify potential obstacles or points of opportunity a CCERC might encounter. In this sense, the CCERC might be seen as the next evolutionary step in the career education movement, linking and improving services to create a total career education process and extending those services to meet the range of audience needs within the community.

This catalogue, then, has been titled, 'A Catalogue of Possibilities' - offering options, ideas and experience from existing centers which can contribute to development of the CCERC.

The survey/catalogue process was conducted in October and November of 1978. The time limitation necessitated utilizing information and exploring in depth those programs which responded to a call for information. This was supplemented by seeking out programs identified as exemplary by the Office of Career Education, and by other agencies and programs.

Site visits during the survey process included the San Diego Regional Career Information Center; Mesa Public Schools Center for Career Development; Industrial Arts and Home Economic Simulation Programs under the direction of Joseph Luke, State Supervisor of Industrial Arts in Utah; the Workplaces program in Hartford, Connecticut, and Open Doors in New York. Interviews were conducted with directors of the Arapahoe Community College Career Resource Center, the Community Career Education Center Project in Norwalk, Connecticut, and the National Center for Research in Vocational Education at Ohio State University, in addition to information exchanges with other project directors at the annual project directors meeting for the Office of Career Education in Washington, D.C.

Computer searches for exemplary programs were conducted through the National Center for Career Education and ERIC, with further centers being identified by the Montana Effort for Collaborative Career Education (MECCA). Further information about existing centers relevant to a CCERC was solicited through contact with adult education departments and departments of education in each state. A notice of the information search in 'Career Education News' elicited further response. Existing catalogues, such as 'Dimensions,' 'School-Community Linking Agencies', and 'A Study of Career Centers in the State of California' provided further information and link with programs.

The programs and references listed in the index are those which contributed to the survey/catalogue process. It should be stressed that, given the brief time period involved, this catalogue could not and does not intend to represent a complete roster of exemplary career centers. Information received after the survey deadline is not included in the catalogue, and referrals to exemplary programs could not be pursued once the survey had ended.

The catalogue does, however, represent a range of services and agencies which have relevance to the development of a Community Career Education Resource Center, and should serve as a stimulus for further exploration of the CCERC concept and of information which can contribute to development of that concept.

THE COMMUNITY CAREER EDUCATION RESOURCE CENTER CONCEPT

Kenneth B. Hoyt, Director, Office of Career Education
U.S. Office of Education

Among the basic principles the career education concept has held as inviolate, the following are particularly appropriate to this presentation:

1. The costs of career education should come from a combination of reallocation of current education resources and existing community resources.
2. The education system should make full use of the existing business/labor/industry/professional/government community rather than trying to simulate or duplicate that community within the framework of education.
3. Career awareness, career exploration, and work experience opportunities for students should be made available in the existing occupational society.
4. The career education concept should extend to adults as well as to youth.

It is important that each of these basic principles be preserved.

As the career education concept has evolved and attempts made to convert that concept into an operational level, a series of practical problems has become apparent. These problems are particularly obvious and acute in urban settings. It is suggested here that creation and operation of a Community Career Education Resource Center represents one viable answer to such practical problems.

Three sub-topics must be discussed: (a) the rationale behind the concept of a Community Career Education Resource Center (CCERC); (b) the nature and functions of the CCERC; and (c) alternative approaches

INTRODUCTION 2

to establishing and operating a CCERC.

Rationale for the CCERC

Three practical implementation problems, each growing out of the career education concept, combine to form the rationale for the CCERC. Each deserves brief discussion and identification here.

First, the career education concept calls for all elementary school pupils to gain career awareness in the occupational society and for junior/senior high school students to experience career exploration and obtain opportunities for work experience in that society. In the large urban areas, where multiple thousands of students are enroiled in the K-12 school system, this becomes extremely difficult to accomplish in an effective and efficient manner. Simply the logistics of planning and conducting field trips designed to offer career awareness opportunities for all elementary school pupils in a variety of sectors of society are discouraging to contemplate. When one considers the still more time-consuming activities involved in career exploration and work experience opportunities for junior and senior high school students, the situation becomes almost impossible to comprehend and obviously impossible to implement in a practical and comprehensive manner. No matter how willing and eager employers are to accomodate such needs, they find themselves unable to do so fully and still run their operations in an efficient and profitable manner. Some more efficient means are needed to: (a) screen both classes and sites for career awareness and career exploration experiences; and (b) make sure that students involved in such activities are persons who are ready for and can profit by the experiences. The CCERC is one possible answer to these difficulties.

Second, the career education concept recognizes that educators, as well as their students, have much to learn about the occupational society. If teachers are to infuse knowledge regarding that society into their lesson plans, they need some quick and accurate means of gaining information about that society. If they are to plan field trips for their students, they need some way of knowing what to expect to find on any given field trip so that they can better prepare their students for it and follow up later on the visit. The career undecided student needs help from his/her teachers and counselors in selecting, from all possible opportunities

in the occupational society, those that would be most profitable for use in career exploration. Those school officials responsible for operating work experience programs need some way of screening students in order to ensure that the work experience will be viewed favorably by employers and students alike. There is a real need for inservice of educators in all these matters. Here, too, the CCERC represents one possible answer to consider.

Third, many community members who could and should profit from a community career education effort are not students enrolled in the K-12 public school system. Some are enrolled in private K-12 schools. Others are out-of-school youth who, for various reasons, have failed to make a successful transition from school to work. Still others are adults in the community faced with problems of mid-career change and/or re-entering the occupational society. A community career education effort that ignores the career education needs of such persons is both inefficient and unfair. The CCERC is one way of meeting needs of these persons.

With this background of need and recognition of practical problems facing us, let us now examine the possible nature of the CCERC.

Nature of the CCERC

To begin, it should be recognized that the CCERC is designed to serve the school system and the community, not a single school building within a system. While it could be conducted under the auspices of either the school system, some community agency or combination of agencies, or as a joint effort involving both school system and the broader community, it is, in no way, a concept seen as applicable to a single school building.

There are at least three possible levels of content that could be considered in conceptualizing a CCERC. At the broadest level, one could conceive of a CCERC that encompassed, to the greatest possible degree, the entire occupational society. Such a CCERC might very well be thought of as being divided into 15 sections, one for each of the 15 OE occupational clusters. At a second level, one could envisage, especially in large urban areas, separate CCERCs for each of the 15 OE clusters. That is, one might be a 'Transportation CCERC', another a 'Manufacturing CCERC', a third a 'Business and Office Occupations CCERC', etc.

Under these arrangements, the 15 CCERCs could be operated under the magnet concept with students from any part of the city being eligible to visit any of the 15 CCERCs in operation. At a third level, one could conceive of CCERCs being constructed individually for each of several large industries in the community. Under this arrangement, each would concentrate on occupations found within that industry. Obviously, other possibilities exist. These three are given here in order to illustrate the flexibility of the CCERC concept.

No matter what the organizational arrangement, any existing CCERC should be thought of in terms of a variety of operational components. The first such component is an occupational information center. In this center, the person (e.g., student, teacher, adult community member) could find up-to-date local occupational information regarding the nature of the local occupational society. Such information will have been collected by and/or with persons working in the local occupational society. It should include information regarding the nature of each occupation, the education appropriate for entering it along with other entry requirements, and information regarding its relationships to the larger society. While the original source of accuracy of such information should come from members of the occupational society, the information itself may well be written, with the help of teachers, at various levels to meet the needs of various age ranges and levels of career development. At its simplest level, this information may be located in file drawers with occupations listed alphabetically. At its most complex level, all of this information may be stored in a computer with computer terminals in each school building having access to all such information found in a given CCERC. Obviously, a wide variety of alternatives exist between these two extremes.

A second major component of the CCERC can be thought of as an occupational simulation center. The basic idea behind such a center is to construct, with the help and advice of persons from the occupational society, a series of simulation games, exercises and/or tasks that a person inquiring about that occupation can pursue. To the greatest possible extent, these simulation exercises should be built around the 'hands on' principle that allows the individual to explore his/her interests and aptitudes for a particular occupation (or, more generally, a class of occupations) by completing a task, or series of tasks, calling for use of the actual tools used by workers in that occupational field. Persons who have been exposed to this kind of simulation exercise will

have opportunity to select (and/or be selected) for participation in particular career exploration and work experience opportunities in the occupational society. The exercises themselves should be constructed in such a form that they can be carried out in an individualized instruction manner and completed in a relatively short time - i.e., an hour or less.

Those interested in this concept can learn more about how it might operate by contacting Mr. Joseph Luke, State Supervisor of Industrial Arts, Utah State Department of Education. Under Mr. Luke's direction, several such simulation centers have been assembled in Utah junior high schools using what were formerly industrial arts and home economics training centers. Mr. Luke, with the assistance of industrial arts teachers and persons from a wide variety of occupations, has supervised the construction of a wide variety of such simulation exercises. It is not being recommended here that these devices be placed in individual school buildings, of course, but the basic principles under which Mr. Luke undertook his work in Utah are the ones we are discussing.

The third major component of the CCERC can be thought of as a personnel resource center. In this center, a variety of resources and activities can be envisioned. For example, it will include space and facilities for teachers to use in devising, with the help of volunteers from the business/labor/industry community, career education materials and lesson plans required for infusion of career education concepts in the classroom. In another part of the facility, volunteers from the occupational community might be seen visiting with interested high school students and/or adults from the community with respect to the nature of occupations and occupational opportunities in particular industries or occupations. A third part of this center might operate as a bonafide placement center for both full-time and part-time job placement and might well be staffed jointly by persons from the local employment service, local school system, and, once again, by volunteers from the occupational society itself.

The entire CCERC should be thought of as a facility designed to serve the community - not just the K-12 students. Because of this, it should be located in a place (or places) readily accessible to community members and

should be in operation at night as well as during daytime hours.

Making the CCERC Work

If the concept of the CCERC has appeal, questions will inevitably arise concerning its costs, the means of paying such costs, and who will be responsible for operating and maintaining the CCERC. Again, a very wide range of possibilities exist with only a few examples being presented here.

One possible arrangement may well be found in many urban areas currently faced with a number of empty elementary schools closed because of declining pupil enrollments. Such school buildings would make excellent facilities for a CCERC. If a school board elected to make one or more such buildings available for purposes of housing a CCERC, arrangements could well be made with a local Chamber of Commerce, CETA Prime Sponsor (under the YEDPA Act of 1977), a local American Legion chapter, or any other kind of community group to staff and equip the CCERC.

Certainly, if the school system supplies the building, some combination of non-school community resources should be available for equipping and providing major staff for the CCERC. There is no way the concept can work, of course, without the expertise and involvement of the business/labor/industry/professional/government community. It is not an idea that school systems can implement by themselves even if they suddenly found themselves with surplus funds (a most unlikely event in these times!). Educators simply do not have the expertise needed to equip or to fully staff a CCERC. This is not to say, of course, that some school staff persons - particularly some of the school system's career guidance counselors - might not find themselves appropriately assigned to the CCERC.

It seems likely that both the financial resources and staff requirements necessary for the CCERC will come from a combination of community resources. For example, if the CCERC contained one section of its occupational information center devoted to information and materials supplied by local elements of organized labor, it seems reasonable to expect that local labor unions would contribute some funds and personnel to this effort. Similarly, if a given large industry in an urban area wanted its nature and opportunities to be better known to the community, it might well volunteer some of its funds and staff to the CCERC.

On a day-to-day base, the CCERC, as envisioned here, would be staffed, at least in part, by retired persons from the occupational society who would work on either a paid or volunteer basis in the CCERC. The wealth of experience and expertise found among members of the retirement community represents a rich resource for career education in any community. It does not seem unreasonable to assume that many members of the retirement community might be willing to volunteer some of their time to assure the successful operation of the CCERC.

Another possibility would be to think of CCERCs being operated under direction of CETA prime sponsors in urban areas. With passage of the Youth Employment and Demonstration Projects Act of 1977, each CETA prime sponsor is faced with the challenge of making career exploration and work experience opportunities available to a wide range of both in-school and out-of-school youth. They are also required, under this legislation, to enter into cooperative agreements with local educational authorities. The CCERC concept may be an extremely viable one for consideration by CETA prime sponsors faced with a task of implementing this legislation.

It should be made clear that, in proposing the concept of the CCERC, we are, in no way, suggesting that it be financed, staffed, and operated entirely under the auspices of the local education system. In addition to being obviously impractical, such an arrangement would be contrary to the career education concept itself. Unless the broader community is willing to become involved and commited to the implementation of the CCERC concept, there is no point beginning it.

Concluding Remarks

Operational implementation of the career education concept, particularly in urban areas, calls for some middle ground between trying to simulate the community in the school and simply drowning the community with students in search of career awareness and career exploration opportunities. The CCERC concept, even in the embryonic fashion it has been portrayed in here, seems to represent a possibility worthy of serious consideration. It is hoped that these remarks will prompt leaders from both education and from the larger occupational society in many urban communities to consider how this concept could be converted into reality in their communities.

The Community Career Education Resource Center, as envisioned by Kenneth Hoyt, would serve students, adults, teachers, counselors, and youth out of school. Services would include simulation, counseling, occupational information, placement, teacher training and experiences with the world of work. We could not identify a single center which reaches all audiences described and offers all noted services.

As a result, rather than being a catalogue of 'well known and existing Community Career Education Resource Centers', this document serves as a catalogue of existing and effective components, reviewing how and where those components are currently used, and analysing their potential for the Community Career Education Resource Center.

A survey of programs and centers for this catalogue makes it apparent that the majority are school-based and serve primarily students in K-12

OVERVIEW 6

grades, with an emphasis on the senior high school student. The history of the career education movement must be acknowledged in considering development of a Community Career Education Resource Center. To date, career centers are generally initiated by schools

Who should initiate a community center? If the range of audiences envisioned are to be effectively reached and served, care must be taken about identity and ownership. In addition to the schools, a number of federal and state funded programs operate career - oriented services. Community colleges and other higher academic settings are increasingly involved in establishing career programs for their constituents.

The first factor to be considered in establishing a Community Career Education Resource Center is one of 'turf'. Existing programs should not be ignored, nor their potential in serving the community minimized. It should not and cannot be the role of a Community Career Education Resource Center to start from scratch, duplicating the efforts of others in the course of structuring a 'comprehensive' center. At the same time, existing programs may have little knowledge about each other's services. As a result, some services are duplicated and community resources overburdened, while gaps in other services may exist, and certain audiences and resources ignored.

Those initiating a Community Career Education Resource Center should first determine what services exist and are functioning effectively within the community, paralleling that effort with an attempt to assess the needs of various audiences within the community and the degree to which those needs are being met. Center development should relate directly to the context and the career education history of the individual community. The role and activities of the Community Career Education Resource Center should vary depending upon existing community services and needs.

The Community Career Education Resource Center's role would be to

assure that a full range of services are available within the community and that the needs of all members of the community can be met by those services. In some cases, this will mean that the CCERC must bear responsibility for initiating and operating needed services. In others, the CCERC's role could be to assure that existing services interrelate productively, providing a career education process within the community - initiating activity, as needed, to strengthen or improve those links or to enhance the effectiveness of existing services.

The need to connect services so that audience access and understanding can be facilitated is stressed repeatedly throughout this document and should be viewed as a key concern of CCERC's.

The problem of ownership remains. Existing career centers and agencies face two obstacles in terms of extending their services and becoming comprehensive, community centers serving a wide range of audiences. The first problem involves a dual situation of identity and access. A high school center is identified with the high school, and a community college center with the college. Existing centers are housed within their sponsor's facility - so a high school center is within a high school. It is difficult, and the difficulty is reflected by case studies in the 'Audiences' section of this catalogue, to attract or serve a wide range of audiences if you have a history of serving one particular audience, and if your location is easily accessible to only one audience.

The second obstacle relates back to the problem of turf. An existing career agency's attempt to establish a comprehensive community center, however well intentioned, will not necessarily meet with enthusiasm, cooperation or support from other agencies. Because of funding and continuation problems, agencies generally tend to be protective of their identity, their services, their audiences and their information. It is difficult to identify an incentive which would induce them to lend power, resources, information or aid to a group who may well be seen as a competitor in the arena of funding and/or community support.

The situation may be altered if a 'third party' initiates the idea and

serves as a neutral umbrella organization for the Community Career Education Resource Center. In the following section, existing linking organizations are examined to assess their potential as CCERC 'owners' and initiators.

LINKING AGENCIES

Linking agencies represent existing efforts which have significance for the development of the Community Career Education Resource Center. They are a traditional form of collaboration, generally involving the schools and the business/labor/industry/professional community. Some serve a direct function, such as operating a speaker bureau or training programs, and others are policy or advisory oriented.

Linking agencies generally play a 'broker' role and attempt to represent themselves as a link between two or more existing entities, owned by none and assisting all. The most common form of brokering among agencies is that conducted between the schools and the community.

IPAR represents one of the better known linking agencies, offering schools in Portland, Oregon coordinated access to a range of speakers, field trips, work experience and career days. The key word in IPAR is balance. They recommend a balanced representation in a linking agency so that all can 'buy in' with parity, and so that the organization is viewed as non-partisan. They also advocate a balanced use of community services and resources. They are a non-profit organization, supported by voluntary contributions from the community with some assistance from education. They advise that accepting some financial support from education lends credibility with school people, but too much is perilous, and subjects programs to special grant dominance. Their suggestions for financially supporting a linking agency are noted under the 'Costs' section in this catalogue.

BICEP is another service-oriented linking organization, structured as a non-profit agency because they perceive their independence as beneficial to their role. Serving a speaker-bureau function which extends to tours, shadowing and internships, BICEP is now attempting to balance their financial support, which currently comes from education, with matching support from the community. Their publication, 'School-Community Linking Agencies', offers a survey of other school-community attempts on a national level.

Open Doors, serving teachers in the New York schools by providing access to community resources and training in how to use resources, perceives their role as an intermediary agency which is not 'owned' or aligned with either business or the schools, but which acts as a catalyst for both.

Other linking organizations, while they may directly participate in services and/or program operation, exist primarily to formulate policy and to stimulate and develop continuing collaborative efforts between schools and the community.

Community based industry-education councils throughout the nation work to broaden support in the community while encouraging education to be more responsive to the workplace. Serving as umbrella organizations, the I-EC's help to coordinate the efforts of education and industry, often moving from policy positions to hands-on development of curriculum and staff training. Dr. Donald M. Clark, President of the National Association for Industry-Education Cooperation, offers a rationale and prospectus for I-EC's in 'The Career Education Workshop', available through the Parker Publishing Company. The National Association offers conventions, conferences, program development assistance, and a handbook for those interested in establishing their own I-EC's.

Colorado Communities for Business and Education Interaction is an organization sponsored by the Colorado Association of Commerce and

Industry in cooperation with Project Confidence which brings business and education together at local community levels. They have assisted 34 communities in establishing their own collaborative efforts, and conduct annual workshops for chairpersons of collaboratives. The annual workshops enable participants to link to each other's information and services, and to work on their own goals and objectives.

The Montana Effort for Collaborative Career Education Action (MECCA) has made available, in issue 5 of 'Mecca Rapport', the results of their first step in bringing state and community policy makers to work as a team for career education. State level representatives from education, government, business, labor and industry, and four community level groups with parallel membership participated. The results include MECCA's recommendations for parents and teachers; business, labor and industry; the government; and the schools. Each audience is offered a suggested role and responsibility in the collaborative career education movement.

A less common type of linking agency is that which attempts to coordinate and enhance the services of existing career agencies in the community in an attempt to avoid duplication of services while identifying and filling gaps.

The Education-Work Councils Program, sponsored by the American Association of Community and Junior Colleges, has attempted to establish linking organizations at seven community colleges. They perceived a need for an organization that could coordinate the multitude of existing agencies and also provide specific programs which are needed but do not currently exist. Starting with a focus on the problem of easing youth to work transition for 16 - 20 year olds, they found that there is an isolation between existing organizations and institutions which have a vested interest in youth transition. They tend to protect their prerogatives, do not share vocabularies, and prefer to blame others for existing problems. As a result, the Education-Work Councils Program determined a need for

collaboration of significant community components, and identified the community colleges as logical agents because of extensive involvement of community leaders, and their community based nature.

Activities of the councils include forums, workshops and presentations on youth employment problems to promote community awareness; career counseling for school counselors; and job-seeking training for community youth. In addition, they produce community resource directories and conduct data collection on significant issues which affect youth.

Their collaborative effort is helped by task groups, steering committees, and community activities enabling youth serving agencies to learn from each other. Initially, there was a problem among the councils concerning clarity about their own roles and identities. Because they were linked to community colleges, councils first perceived themselves as college programs. Time and advice from program staff was required before the councils were able to become independent and autonomous.

The Association of Business, Labor and Education (ABLE), sponsored by the Economic Development Council and the National Alliance of Businessmen in New York, is another attempt at an organization that links agencies. The association coordinates public and private agencies concerned with the educational quality of schools in New York. Agencies are enabled to find out about each other's activities and services, opening new lines of communication. ABLE also encourages business to expand job opportunities while identifying gaps in the preparation of students for the world of work and recommending changes in existing educational programs and in employment practices.

Existing linking agencies offer experience and information concerning collaboration between education and industry, and between existing career agencies. While the two collaborative functions are generally separate, both should be perceived as components of the Community Career Education Resource Center.

AUDIENCES 10

OVERVIEW

Existing career centers and programs generally focus on the K-12 student as the target audience. Students are receiving increased services through school-based career centers which offer occupational information and resources, through career exploration and work experience, through speakers, and through increased skills and awareness on the part of their counselors and teachers. 'Dimensions: A Catalogue of Ideas Relating Education to Work', prepared for the Office of Career Education by Pacific Consultants, offers an overview of the current

state of the art in terms of student services.

As an audience, students present few obstacles - they are confined within the school setting and must, at least minimally, follow its rules. In some settings, students are required to spend an amount of time in the center and in others participation is voluntary. A key element in student access to and utilization of an existing center is the teacher.

Unfortunately, teachers themselves are often neglected audiences, and may have no interest in the career center other than as a convenient place to send students. Teacher and counselor involvement in and use of existing centers emerged as a central problem throughout the survey. Although centers publicize their efforts through word of mouth, public media, parent-teacher organizations, community presentations, and in-house bulletins, there is no assurance that their services will be used.

The Business, Industry, Community, Education Partnership (BICEP) notes in their directory, 'School-Community Linking Agencies,' that after funding, getting teachers to use existing programs and resources is the most difficult challenge. At the same time, those participating in the BICEP survey ranked stimulating teacher involvement through workshops and individual contact as crucial to center effectiveness.

A number of centers visited during the survey process for this catalogue were successfully dealing with the problem of teacher involvement. In the Mesa, Arizona, Center for Career Development, teacher usage is encouraged through posters, pamphlets and presentations at faculty meetings. Teacher understanding of center services is enhanced, and utilization increased through 'springboard' workshops in the summer for teachers. Teachers receive Arizona State University or district salary credit for their participation, and in the course of the workshop are thoroughly oriented to the center's services and how those services

can be adapted for their needs.

Open Doors, serving teachers in the New York public schools, links effective usage with their own credibility, and has found that once credibility has been gained, the audience expands through word of mouth. They have developed their services and teacher training based on teacher requests and needs, thereby identifying an audience before producing a product.

Open Doors began by producing a guide to community resources and expanded its services because teachers called for more help in using the guide. Romayne Knapp, assistant director of Open Doors, notes that, 'If we had continued doing guides for eight years, we would have had no credibility at all.' Within Open Doors, credibility is enhanced by listening to teachers, working from where the teachers are, not imposing, and making teachers feel that their participation is important. Credibility has also been facilitated by a building block process of growth; assuring that something works and is used before you add on the next piece.

Utilization (or lack of it) remains a significant issue in center effectiveness, and one that can apply to a variety of audiences. The Curriculum Career Education Service at Florida State University noted in their 1977-78 annual report that their own experience and conversations with other directors of career centers in post secondary settings has led to the recognition that effective advertising and marketing of a career development program is one of the most critical problems in the field.

It would appear that the following factors may positively influence audience participation:

1. Ongoing outreach and publicity through a variety of media techniques.
2. Training audiences, where necessary, about how to use a center and what it can do for them.
3. Assuring that center services respond to the specific needs of the

audience being served.

4. Continuing to adapt the program's services based on audience input.
5. Serving people and/or locating the center where the audience is (e.g. adults in shopping centers).

The distinct needs of two audiences not generally included in the clientele of existing career centers; out of school youth and adults, are explored further below.

ADULTS

Perhaps the audience most in need of the envisioned Community Career Education Resource Center is the adult community. As noted, much of the activity in the career education movement has centered on youth in school, and has been housed in educational settings. While there is an increased amount of development at the community college and higher academic levels, minimal attention and energy has been devoted to those adults who are not linked to an educational context, or who are not eligible for established federal and state aid programs.

It is uncertain who should or can appropriately bear the responsibility for this audience and reinforces the concept of a community center which, while not duplicating the efforts of others, assures that their services interrelate and that those not being served receive attention.

Currently, both the community colleges and the secondary schools have initiated outreach attempts to involve adults in their centers, and to adapt their services to meet the particular needs of adults.

The Montgomery County Public Schools in Rockville, Maryland, have initiated a brokering service for adults offering information, referral and advocacy to enable the client to link successfully with other programs. They also offer career skill workshops, testing and counseling. Although their career centers primarily serve students in the 22 senior high schools, the school system established two centers to serve adults in response to the unmet needs of adults in the community and the perceived need of a broker agency for adults.

Similarly, the San Diego Regional Occupation Program has extended its client population of San Diego County students, teachers and counselors to include the adult community. Their mobile vans, including information, counseling and testing services, and their dial-a-career service which provides career information and referral have enabled them to operate outside of the school setting and to reach adults where they work, where they shop, and where they live.

Community colleges are also expanding their capabilities to meet the needs of adults who may not be students. The Southeast Community College in Lincoln, Nebraska, has established a Career Planning Center sponsored by the college and CETA which serves those 16 years of age and older who are unaware of career options and need career information, decision making skills, self-assessment or career planning assistance. Their goal is to enable the client to develop a personalized career plan. Before establishing the center, they conducted a needs assessment, drawing on surveys conducted by other agencies in the community. Their indicators of need may provide others a checklist with which to examine their own communities.

The report of the 1976 Lincoln Lancaster County Commission on the Status of Women, referred to during the Lincoln Career Planning Center needs survey noted the following criteria. Is there:

1. Any ongoing, available career counseling for adults?
2. Any coordinated information gathering and dissemination about the various short-term existing continuing education courses?
3. Any detailed job skill evaluation or life planning program available

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on a continuing basis?

4. Any organized effort to promote volunteer work as a relevant job experience?

Drawing on a study conducted by the Lincoln Public Schools, the Career Planning Center also found that indicators of need were evidenced by:

1. Lack of adequate preparation for work, as shown by former employers and inability of many to get jobs.
2. Lack of adequate career decision making as shown by the high percentage of persons dissatisfied with their jobs, high first year turnover in jobs and lack of clarity about goals in many secondary and post secondary students.
3. Lack of employment and under employment of women, minority groups, and teenagers.
4. Poor understanding of the expectations of employers and the economic facts underlying employment, again as shown in testimony of employers.
5. Depreciation of the work ethic as evidenced in the testimony of young people who depreciated it, and the not-always-so young who avoided it.

As the need is established, more must be learned and developed about the particular concerns of the adult community, and about how they can best be served.

Arapahoe Community College has consolidated a variety of existing career services at the school into a Community Career Resource Center which offers both students and non-students counseling, resource material, a computerized information system, a community resource bank, job placement, and a women's resource center.

Dr. Don Carson, coordinator of the center, points out that the situation

and context of the adult differ from that of the student, despite the fact that their career information needs may be similar. Adults may come to a center because they have been displaced by industry, because they have been divorced, because they are in a dead-end job, or because they have four years of college and no job. Carson paraphrased the general situation of the adult as, 'Everything has gone to pot and I need to make changes.'

The personal problems the adult faces may have to be dealt with before their career information needs can be met, and the problems may be more appropriately dealt with through referral to or link with other social agencies. Career counseling requires a different emphasis for an adult audience and may concern their role within their family, their supportive needs, etc. For some adults, Carson notes, counseling may be as simple as saying, 'You're ok,' over and over again.

Once an adult is ready to focus on careers, they may want to move quickly. Carson points out that adults don't have the time that a high school student may have to explore careers. They need immediate help and concrete results, indicating a need for programs which can be accelerated or programs which respond directly to their particular needs. To this end, the Arapahoe center offers all clients a general orientation to services, and then has divisional training with clients grouped by areas of interest or concern. The client can move through the career program rapidly, in a two week period, and emerge with a commitment of direction.

The Community Career Education Center Project in Norwalk, Connecticut has a similar impression of the needs of the adult audience. Their two centers in Bridgeport and Stamford focus on choosing, getting, finding and advancing and serve those adults who are unemployed or underemployed. Dr. Donald Simpson, the director of the center, agrees that while youth and adults share similar needs in terms of employability skills, their situation differs. The center is attempting to identify such situational characteristics and to identify the needs of particular interest groups within the adult community.

The College Board in New York is also engaged in connecting adults with information, assessment and other agencies while identifying career-related problems particular to adults, such as financial aid, child care, etc.

As these projects develop, they should be able to offer increased understanding and information about the adult population's career needs. Ongoing information about other adult programs is available regularly from the National Center for Educational Brokering, a non-profit educational organization designed to promote educational brokering through technical assistance, publications and through public policy studies and recommendations. Their monthly publication, 'The Bulletin', includes critical reviews of existing programs, and information about activities on the national scene, conferences, and other publications.

YOUTH OUT OF SCHOOL

Many programs consider that youth out of school and adults should be one category, which would seem to imply that everyone not in school is an adult. Unfortunately, such is not the case. Adults may be unemployed or underemployed. A youth out of school, in addition to employment problems, is often under-educated. While an adult may need help in job transition, the youth may never have held a job.

Recognizing that the school is a setting which the dropout has already rejected, the 70001 program locates its centers in shopping centers or retail areas, close to jobs and away from the schools. A private, non-profit agency, 70001 operates on a 'hand up instead of a handout' policy, and serves youth from 16 - 22 years of age.

While most federal and school-based work experience or exploration programs subsidize the student, 70001 places its 'associates' (youth participating in the program) in non-subsidized jobs within the private sector. Pre-employment orientation is accompanied by education level and aptitude testing. The program's individual prescription plan guides the associate through initial entry-level job placement, necessary support services, and continued job preparation and survival skill training. Once on the job, the associate continues prescribed components and works for a GED equivalency, thereby relieving educational as well as employment barriers. Concrete outcomes are expected of the associate. Before leaving the program the associate has either secured continued employment, moved on to promotion and management training, committed full time to higher education, or has enlisted in the armed services.

70001 encourages and enables others to utilize their program design, supplying local programs with ongoing technical assistance from site selection through implementation. 70001 programs may be funded through a variety of sources; vocational education or other public monies, private foundations, local business and industry, or through a combination.

It is difficult to assess the feasibility of combining services for youth out of school with the other types of services and audiences envisioned in the Community Career Education Resource Center. Dropouts, similar to adults, require more understanding as an audience before clear guidelines can be laid down or potential connections explored.

The Corporation for Public/Private Ventures in Philadelphia, a non-profit foundation, has initiated an intensive exploration of youth employment issues, and has been designated by the Department of Labor to plan, guide and research programs for youth in the 16 - 21 year age bracket. Their exploration and development of private sector initiatives are designed to test the capability of the for-profit sector of the American economy to absorb young people in search of work. Elements of their study include:

- Job Sharing/Job Restructuring
- Pre-Employment Services
- Citizen Involvement in Job Assistance
- Reductions in Transactional Costs and Risks
- Entrepreneurship Options
- New Forms of Career Induction
- Direct Incentives to Employers

The corporation has already developed a series of background papers as part of its research and development work which should contribute to a better assessment of the potential of youth programs, and of their connection with related career services.

OVERVIEW

The Community Career Education Resource Center concept indicates the need for a range of services which are interrelated and complementary to each other. The importance of the connection between services emerged as a central issue throughout this survey in terms of the effectiveness of the services themselves, and in terms of enabling clients to effectively utilize services. The preceding section of this catalogue, titled 'Audiences', identifies some of the problems experienced by services operating in isolation and details the advantages of linking services to promote utilization.

Each service 'component' should be seen as part of a process, and each part enhanced by the other parts. While some centers structure their services sequentially, service components can also be seen as points of

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entry, offering the client an option about the level of involvement required. A client may want counseling, and through counseling become motivated to seek out occupational information or work exploration. A teacher involved in inservice training in career education may then determine to utilize the speaker bureau.

Teacher training is not highlighted as a separate service within this publication because of the perceived need to integrate teacher training throughout the other components. Teachers must be oriented to all career center services if they are to effectively utilize them. They require training in using speaker bureaus and in structuring or operating simulated experiences. Where teachers are increasingly being called upon to play a counseling role, they will require a better understanding of career options and information. The '1978 Annual Career Education Handbook for Trainers,' produced by Palo Verde Associates, offers a collection of practical training materials and an assortment of resources for use in teaching, training, personal growth, initial planning and community work which may be useful in developing training for teachers which contributes to the effectiveness and utilization of other career education components.

Again, the role of the Community Career Education Resource Center is not necessarily to encompass all services described under one roof. Existing services within the community should be identified and assessed and appropriately linked into the career education network. Where gaps exist between components, the center can offer direct services. For example, many school systems are now committed to career education efforts and offer inservice training. Utilizing access to teachers through existing inservice efforts, the center can offer teachers training in how to use existing speaker bureaus (if the bureaus themselves don't already do it), where occupational information is and how to use it, what other career agencies do and what they can offer, as well as providing ongoing information about local employment opportunities.

Speaker bureaus, career libraries, occupational information centers, counseling programs, etc., exist in increasing numbers. What seldom exists, and what is clearly needed, is effective linking (communication, access, understanding) between services. In this sense the Community Career Education Resource Center can serve a valuable and necessary role.

OCCUPATIONAL INFORMATION

Occupational information (which may range from files in a cardboard box to a library or workcenter arrangement to elaborate computerized systems) is often the core of existing centers. The first challenge faced by the manager of an occupational information system is that of dealing with the increasingly overwhelming volume of commercial and non-commercial material. Review and selection of available information, uncless one takes a candy store approach, can be a time consuming job.

Volunteers can help to absorb much of the mechanical burden. The burden of deciding what information should be included can also be reduced by an initial assessment of the existing resources and needs of the community to be served. Building a comprehensive information center from scratch would be prohibitively expensive for most centers, and it is uncertain that this is the role of a Community Career Education Resource Center. The history of the career education movement has led to many existing school-based or school district centers. In addition, the Employment Development Department can offer extensive local employment information. Other agencies and federal programs operating within the community may have their own career resource libraries.

The CCERC, in an attempt to avoid duplication while providing needed services, should also serve the existing career agencies by helping to coordinate their efforts. This might be accomplished by having the

CCERC act as a review board, surveying or critiquing the volume of material available and relieving agencies of conducting individual attempts at assessment. Materials can also be rotated between agencies, or clients referred when appropriate. Another possibility could be agencies determining to centralize their information in a CCERC, enabling their clients to have access to a wider range of resources and information than the agency could offer individually.

The CCERC might also be more intensively involved in developing the local occupational information component, with assistance from the local business and labor community. While, as noted, a vast range of occupational information exists on the national level, there is a need for locally developed materials which reflect the occupational outlook and working environment of individual communities.

An increasing number of state and national level computer career education information systems being developed can, if utilized properly, offer the CCERC the advantages of drawing upon the capabilities of a computerized system without incurring the expense entailed of developing a new one. The National Center for Career Education (NCCE) and the National Center for Research in Vocational Education (ERIC Clearinghouse on Adult, Career and Vocational Education) each offer distinct information services which are cost effective for the user with specific information or curriculum needs.

A second challenge facing the occupational information manager is maintenance. Once the information is in place, there is an ongoing need to keep it organized and updated.

Many of the centers listed in the index describe their organization of information in detail, often including a map of the career center which relates geographical space to occupational areas or certain fields of information. The majority of centers utilize the Dictionary of Occupational Titles and the Occupational Outlook Handbook as means of organizing their material. Phyllis Stowers, in the Occupational Outlook Quarterly article, 'CIS: A New Dimension for Organizing Career Information Resources,' offers information on utilization and organization of information.

Unfortunately, the elaborateness and efficiency of the organization does not directly relate to the extent it will be used or appreciated by clients. Jim Stiles, the career center director at Hill High School in Lansing, Michigan, notes that, 'the basic occupational information, materials, machines and gimmicks are important, but not nearly as important as the programs used to involve people in the process.' Hill High School's center utilizes a student career kit which is given to all transfer students and ninth graders so that each student emerges by their senior year, through contact with the center, with an organized individual set of transcripts, resumes, practice application forms, testing results, etc.

It must be stressed again, as it is throughout this paper, that a service is seldom effective in isolation. Occupational information, however it is organized, must be linked to training, counseling and, ideally, with 'real life' experiences with the world of work which can reinforce the impressions offered by a printed page.

The San Diego Career Information Center (a Regional Occupation Program) has one of the more exemplary networks of information linked to services which enable people to utilize and understand the information. Teachers and counselors are trained to assist their student's use of a range of information, in addition to being offered workshops and work experiences which increase their own awareness and understanding of occupational information. Local occupational information and employment opportunities are available through employer profiles. The student may also, in addition to learning more about applying for a job, training opportunities, etc., through the teacher guided program, 'Knowledge Needed to Obtain Work', meet San Diego employers direct-

ly through the Career Information Directory system. VIEW, a microfilmed system of information concerning education and work, offers the student and the teacher or counselor information on a national level about the availability of jobs, opportunities for advancement, earnings, school and training programs, job requirements and references for more information. San Diego's Dial a Career and Mobile Vans complement the system by outreaching the information available in the center to the wider community.

While the 20th century enchantment with computers has led to development of a range of computerized systems such as VIEW in San Diego, the San Diego center notes in their project report for 1975 that after extensive review and analysis of available computerized information systems, they felt that a less sophisticated and expensive system would work best - people understand how to use it more readily, and it doesn't break down as much.

Attempts at developing a computer oriented information system which enables self-direction on the part of the user are increasingly recognizing the need to link information with other services. The Vocational Information Program at Thornton Community College in Illinois provides eight computerized modules for those at the 8th grade level through adulthood, including a vocational interest inventory; national career descriptions; military career descriptions; national career forecasts; local career information; community college information; national college search; and financial aides. Based on their experience, they are now attempting to link the information with delivery through assistance to counselors and teachers.

A similar program run by the Tri-County Industry-Education Labor Council at Illinois Central College links the system with inservice training and support materials for user schools and agencies.

The occupational information component of a Community Career Education Resource Center, based on the history and experience of other centers, should:

1. Be responsive to local occupational information needs.
2. Supplement and/or coordinate, without unecessarily duplicating, existing information services.
3. Draw upon existing state and national information services where appropriate.
4. Organize information in a way that is meaningful to the client and, if necessary, train the client how to use the information.
5. Be linked to other services within the CCERC such as field trips, teacher and counselor training, guidance, etc.

COUNSELING

The area of aptitude testing, decision making, and planning are all subsidiaries of the counseling component. Who counsels, where counseling takes place, and the relation of counseling to other services varied widely in observed programs.

Teachers are increasingly being expected to assume counseling responsibility as career education is infused into the classroom. As noted in the other components within this section of the catalogue, teachers directing simulated experiences or offering occupational information to their classes find themselves inevitably assuming the role of counselors as the students explore their interests and aptitudes.

To overcome a 1 counselor to 400 student ratio in a rural setting, the Cashmere School District has adopted the philosophy that 'every classroom teacher would serve as a guidance person.' This resolution led to an advisor/advisee program in the fall of 1977, making every classroom teacher a counselor to 18 - 22 students in mixed grade levels . Certainly, as more teachers work with or develop career education curriculum,

they will find themselves in an advisory position with students. As a result, the need for teacher training and continued involvement in CCERC activities must be stressed. Teachers will require support and increased information for their roles in the career education scheme.

Computerized and/or self-directed aptitudinal-interest surveys initially appear to eliminate the need for a counselor. 'A Study of Career Centers in the State of California,' produced by the Grossmont Union H.S. District notes that little time is spent with students discussing interest survey results - usually less than five minutes. Perhaps the recognition of the amount of counseling time required for aptitudinal-interest testing has led to an increase in 'do it yourself' packets or modules which a client can use without assistance.

The Curriculum Career Information Service at Florida State University has modules for aspects of career decision making, planning and self assessment including special interest modules for women, blacks, and the disabled. The program can be self-directed and students may use all CCIS resources or only those particular ones with which they are immediately concerned.

The Counseling Career Search Survey at Monterey Penninsula College offers a computer assisted career search inventory matched to career clusters, accompanied by an instruction booklet, and may be used alone or with a counselor.

The Career Guidance Center in Simi Valley, California has 67 individual career information packets which form a career exploration sequence. Each unit requires approximately fifty minutes. Within their system, the student must check in with a counselor every six packets.

Another time effective system which does require the counselor has been developed by the Vocational Exploration Group at the University of Florida, and involves structured small group experiences in which participants explore job interests and goals, learning more about themselves and the world of work. The sequential activities in the short program require two hours, and are directed by a trained group leader, counselor or paraprofessional with the aid of a leader manual.

While the attempts of the programs above reflect a desire to allow for individual interests and pacing, and to reduce the amount of counseling man hours required to guide a client through interest-aptitude testing, they should not be viewed as attempts to negate the need for a counselor. Rather, they should ideally enable someone serving as counselor or aide to offer assistance where they are most needed, and to allow those who are able to work independently.

The counselor, if utilized well in a CCERC, should be able to provide preparatory and follow-up advice and assistance, as needed, for the input the client experiences through other CCERC services. Advances in computerization and individualized modules, far from eliminating the counselor, should allow the counselor to spend their time more effectively and to offer more individual attention to clients. To assume an integrated role within the CCERC, the counselor or counselor aide should be thoroughly oriented and have ongoing contact with the services of a CCERC.

It is also feasible that the counselor may be able to utilize the assistance of volunteers coordinated by the CCERC to devote more time to individual follow-up with clients concerning interpretation of testing results, etc. Volunteers or loaned executives from the business community, particularly those working in personnel, may also be able to contribute significantly to the counseling services offered by a CCERC.

SPEAKER BUREAUS

Growing interest and involvement on the part of teachers in the career

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education movement has led to increased demands on the community for speakers and field trips. This has presented two problems. The first is that teachers are often inexperienced and as a result, inefficient in contacting and securing world of work resources. The second is that some members of the community are drawn upon repeatedly while others are ignored.

The speaker bureau concept has provided an effective response to both of these problems. IPAR, in Portland, which appears to represent the acme of speaker bureaus, is discussed more extensively in the section titled 'Linking Agencies'. Their system, and that of many who have learned from IPAR, involves a central clearinghouse to deal with educator's needs and to link them with appropriate community resources. In most cases, teachers fill out a request form for the speaker, field trip, etc. The speaker bureau locates an appropriate resource in their files, or identifies one not currently in the files, and links the resource to the educator. The requirements upon both educator and resource vary in terms of confirming contacts and completing evaluation forms. In most cases, a request takes approximately two weeks to fill. IPAR is unique in that it offers training to orient resource speakers to the classroom context, going beyond the types of written preparatory materials offered by most programs. Careful filing and tracking assures that no one resource is overused or overburdened, and that requests are spread through the community.

The best way to assure that teachers don't go around by the back door and contact services independently, thereby defeating the point of the speaker bureau, is to enlist community cooperation. This was done in the Mesa, Arizona career center as the speaker bureau was initiated, and business cooperation was forthcoming once they understood the advantages of the bureau. Teachers calling independently are referred by work sites back to the bureau.

Starting a speaker bureau appears to be a matter of balance. The Mesa center notes that many community organizations and individuals are

willing to participate, but can become indifferent if they are contacted and then unused. Resources should be recruited only for specific requests, thereby building the speaker 'bank' on a direct needs basis.

The concern highlighted throughout this paper, that of linking services and of effectively enabling audiences to use those services, is shared by speaker bureaus. BICEP, in Utah, has identified two key problems for their speaker bureau. The first is promoting public awareness and the second is getting teachers to use it. In retrospect, BICEP now advises beginning small and expanding slowly.

While the term used here is 'speaker' bureau, the bureaus can link educators with a range of community experiences and opportunities. These may include:

- -Field Trips
- -Telelectures
- -Speakers and Experiences for Teacher Training
- -Career Observation
- -Work Experience
- -Shadowing
- -Career Fairs

What does business get out of this? In addition to facilitating existing interest of the work world in terms of contributing to the quality of education, business can be rewarded in a number of ways. Open Doors in New York has found that a function or reception at the end of the year, and/or a reward certificate for 'yeoman' speakers is appreciated by the community. Glowing evaluations from teachers are forwarded to the speaker and, if appropriate, to his or her supervisor in the company. Pictures of speakers in the classroom are utilized in company newsletters and stimulate more interest in the service.

Open Doors also stresses the need for sensitivity in operating a speaker bureau and the need to do field work to see how it is going in the classrooms. Personal contact and listening to indicators in the tone of someone's voice over the phone can tell you when you are overusing a resource, and can lead to a rapport which enables more open communication from community resources about their limitations, interests and needs.

It would appear, based on the track records and experience of existing bureaus, that a speaker bureau is an essential component of a CCERC. In many communities, these bureaus already exist or are being developed and may then be appropriately linked to the CCERC. Whether initiated by the CCERC, or an associated agency, the bureau can benefit by a connection with other CCERC services. Teachers and counselors should be trained in the use of the speaker bureau, and both teachers and students should have access to occupational information which can supplement the speaker or work experience.

Existing speaker bureaus, which may primarily serve K-12 school populations, can also be expanded in cooperation with the CCERC to meet the needs of higher education students and adults who would benefit from speaking directly with a worker in the area of their career interest, or from shadowing that worker on their job.

SIMULATION

Simulated games and exercises stand as the most often neglected or misunderstood component of existing career centers. This is unfortunate as simulation can be utilized for a variety of purposes and can dramatically expand the capacity of the center in terms of offering its clients 'hands on' experiences with a range of occupations.

Simulation is used in existing centers to:

1. Stimulate interest.
2. Offer individual career exploration opportunities.

3. Examine a variety of work roles.
4. Prepare the client for job getting .
5. Test aptitudes concerning various work experiences.
6. Prepare and/or screen the client for direct involvement with the work world.

What is simulation? The exercises offer a make believe work experience which allows the participant to actually do something which occurs in the workplace. It is a direct experience, rather than a telling about or hearing about. The activity may involve producing a product or may involve types of decision making that would occur in a work setting. Materials required to 'run' a simulation range from printed instructions to multi-media consoles which include the materials needed to complete a simulated task.

An exemplary career exploration program utilizing teacher developed simulation modules has been developed in Utah under the direction of Joseph Luke, State Supervisor of Industrial Arts. The modules, developed for industrial art and home economic classes, primarily serve junior high school students, although simulation experiences are now being developed and expanded to serve high school and community college students.

The Utah industrial arts system involves students beginning with exploration of 40 - 50 careers, working individually on simulation modules in four career clusters; transportation, manufacturing, communication and construction. In following semesters, the student can engage in more involved projects and focus on career interests in two or three chosen occupational areas.

The modules utilized during the first level of career exploration include a written, flip-chart text which explains the career (e.g. plumber) in terms of training required, salary, job opportunities, work conditions,

etc. A tape with headphones enables the student to hear the text as they read - making the system adaptable to different learning styles and disabilities. After the student learns about the career, they are offered instructions for completing the simulated experience (in the case of the plumber, repairing a sink). The simulation enables them to learn about and use the tools of the trade and to experience and assess their own interest in or aptitude for the work. Students work at their own pace, which is a key advantage to individual simulation exercises; assuring that the student has fully absorbed and understood information before moving to the next module.

The home economic simulations are similar, but more rapidly paced, moving students through a modular text/tape/materials program in a career area within one classroom period. Here, a student may read and hear about the job of caterer and then arrange a plate attractively, as a caterer would. Both the industrial art and home economic modules stress consumer as well as career awareness.

A serendipitous simulation of work place behavior and expectations developed as a by-product when teachers continued to refine the program. During second and third level simulations, as students work more independently and explore a career intensively through CAPs, occupational packets which offer career information an options concerning simulated exercises within that career area, they are checked out on machinery and receive operator permits. Points (rather than money) are offered for completing a project, for craftsmanship, for attending demonstrations, or for passing off on machines.

Two further offshoots of the Utah system are relation to teacher training and to counseling. Although there is no formal link with the counseling system, teachers find that they inevitably assume a counseling role in the program. Because of the individual nature of the modules, the teacher works one-on-one with students, roaming through the class. Students, as they go through the modules, discuss their talents, skills, problems, interests, likes and dislikes with the teacher. One of the

teachers in Cedar City Junior High noted, 'There's more counseling going on here than there is in the counseling office.'

As the system expands within Utah, teachers from other schools go to the two junior high schools which were key in developing the simulations and spend a week learning how to use the system. As part of their training, they develop their own simulation modules which are then added to the statewide system - enabling them to better participate in and understand both the nature of the simulated exercises and of the careers involved.

The Utah system has also proved to be portable and adaptable to different school contexts. Schools in the west desert in Utah, which may have only 20 - 30 students ranging from K-12 with two teachers, use the modules on a rotational basis. Five modules are dropped off, and five already used picked up and transferred to the next school. In other districts, trailers carry modules from school to school.

The Workplaces program in Hartford, Connecticut utilizes simulation exercises developed by the Capital Area Career Center in Mason, Mich., in their Banking-Insurance Center (for more detail about Hartford's program, see section titled, 'Business Involvement'). These modules consist of written instructions and accompanying exercise books. Student work on modules in clerical or accounting skills prepares them for actual work experience within the Hartford community as part of their education. In the clerical section, students are required to achieve 90 - 95% accuracy in a task before they pass through a module. Again, the student is not pushed through, but works at his or her own pace, assuring that the skill is achieved. Student transcripts let the employers know what the student is capable of. As in Utah, the center itself is run as a business, and students are treated like employees.

Area Cooperative Education Services in New Haven, Connecticut uses a simulated work environment and a range of 'hands on' work samples to assist clients in assessing their work interests and aptitudes. This one to

three week assessment experience leads to further training in the center or elsewhere, or active job hunting.

The National Center for Research in Vocational Education, under the direction of Brian Fitch, has developed a variety of simulated experiences which focus on follow-up skills in terms of developing plans for further exploration, for occupational decisions, evaluation of personal goals and examination of preferences for 7th through 9th graders. Their Career Exploration System involves twelve simulations, each depicting a major topic from one of twelve career clusters, and the Career Planning System combines fifty-two simulated activities with occupational briefs, interest sort guides and probes focussing on worker activity. The simulations, such as 'Trouble in Cedar City,' in which students assume the roles of local government workers planning for the location of a new highway which has become a controversial issue, require little outlay in terms of materials or hardware and can be infused into a variety of subject areas.

Open Doors in New York uses at least one simulation exercise in every training session for teachers, with the intent of allowing teachers to experience and explore work situations. Primarily developed by Elliot Solow, the experiences may involve a visit to the city council followed by teachers setting up their own council, or a mock trial with teachers assuming the roles of pressure groups, politicians and legislators. The teachers are also instructed and offered hand outs about how to develop their own simulations for their classes.

Simulation does not negate the role of the teacher/counselor/trainer, nor does it obviate the need for actual experience within the work world. Again, it should be obvious that while simulation may operate effectively in isolation, linking the simulations to counseling, career information, work experience, and other related services can enhance the value of the experience and increase its capabilities as a potential explor-

ation/assessment/preparatory device.

It would appear that structuring simulations can be as valuable a learning experience, if not more so, than going through one. CCERCs, when examining the potential of simulation as a component of their services should, in addition to examining existing programs more carefully to assess their applicability, consider involving the business community, volunteers, teachers and counselors in developing simulation exercises which meet the needs of the local community and which would be adaptable to a variety of audiences.

EVALUATION

Assessing the usefulness of center services is often done to justify the center's existence to funding sources rather than to identify means of improving the services being offered. As a result, the 'Study of Career Centers in the State of California,' produced by Grossmont Union High School District, notes that most evaluation lacks analysis, and focusses on opinion rather than impact. The number of people using a center is tracked, and evaluation forms generally solicit subjective impressions from the client (e.g. how enjoyable or useful center services were).

'School-Community Linking Agencies,' a national guide developed by BICEP, indicates that a variety of evaluation techniques are being used by centers across the nation. Techniques include:

- Amount of program use.
- Outside evaluation.
- Pre and post tests indicating changes in attitudes, knowledge, performance or interests.

Video, as used by the Community Career Education Center Project for adults in Norwalk, Connecticut, presents another pre and post alternative evaluation. Clients, as well as center staff, are able to view the client in an initial mock interview, and compare the difference as a result of training in a final taped interview.

It is uncertain what impact evaluation outcomes have on center services and/or operations. Perhaps the most direct evaluation techniques link assessment to stated objectives and outcomes for the clients. 7000l's program for youth out of school, for example, expects the client, by the time they leave the program, to have secured other employment, moved on to promotion or management training, committed full time to higher education, or enlisted in the armed services.

It would seem that a focus on quality - which includes assuring that the client has achieved concrete help from the center - is a more meaningful form of evaluation than opinion or numbers systems. Such concrete expectations do not indicate that a center should have the capability of serving all client needs. However, in lieu of employment or commitment to further training, an effective outcome may be referral to another agency which can more appropriately meet the client's needs.

Linking evaluation directly to client outcomes requires more time and commitment than other modes of assessment. Ideally, the client should be contacted, and the center's services re-evaluated, after a period of time in which the client can test the durability and ongoing usefulness of the services received.

Focus, an independent counseling agency in Larchmont, New York assures that those completing counseling have committed to a six month, structured plan of action tailored to their individual goals. The counseling groups, consisting of six to twelve participants, have a 'reunion' six months later to assess their progress and to assess the program's effectiveness in terms of their own experience.

Client centered evaluation and periodic assessment of client outcomes once the client has left the center would appear to be appropriate for the CCERC, particularly during the developmental period as services and operations are tailored to client needs.

Utilization of volunteers from the community to expand a center's services and capabilities was not prevalent among the centers surveyed. Where volunteers were used, they often provided significant program input and, in some cases, were the sole originators and managers of the program.

Volunteer participation occurs on a number of levels of involvement and can encompass a variety of tasks. Their services can include:

1. Helping to decorate the center itself.
2. Serving as 'workhorses' for necessary operational details (e.g. reviewing current career information, updating the library, assisting with organization and maintenance).
3. Providing direct counseling to students.
4. Providing assistance to teachers in curriculum development and/or presentation of curriculum to students.
5. Planning and operating career center activities.

Involvement of volunteers may be initiated by the career center, by the volunteers themselves, or may stem from mutual interest between a center and a volunteer agency.

The Center for Career Development, operated by the Mesa Public Schools in Mesa, Arizona, has established an ongoing 'Volunteers in Mesa Public Schools' program which includes parent study groups run by parent volunteers, a volunteer advisory council, and a technical advisors component. Volunteers serving as technical advisors are individuals in the community with expertise in their field who assist teachers in developing specific curriculum components, in presenting curriculum to the students, and in working with individual students within the classroom.

The Career Education Community Resource Center in Great Falls, Montana was initiated by volunteers themselves. The Voluntary Action Center and the Retired Senior Volunteer Program, with the support of the school district and the city, operate a speaker bureau service through their center which serves approximately 20,000 students in the Great Falls Public School District. The center is staffed entirely by volunteers,

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operating on a 9-5, Monday through Friday schedule, and meets an average of 50 requests a month.

The Memphis Volunteer Placement Program originated with two businessmen and a school counselor. The program's volunteer counseling program involves over 100 community volunteers in one-to-one and group counseling of more than 1,000 high school students, in addition to providing guidance to over 4,500 graduating seniors about how to find employment. The program is supported by the board of education, the city council, and community organizations and individuals.

Despite the obvious advantages in cost, expanded services, and creative input, many programs appeared reluctant or uninterested about volunteers because of hesitations about the amount of coordination and general, vague hassle involved. Sherry Jordan, director of the Mesa volunteer component, identified problems which do occur with volunteers, and accompanying solutions she has developed through her experience. While Mesa is a school-based center, the following concerns about volunteers may be applicable to other sites:

1. Matching the Volunteer With the Job
   Attempt to match the volunteer's interest with the requests for services you have received. Allow the volunteer and the person needing the volunteer to talk before a commitment is made, and advise the volunteer not to commit within the first meeting. Restrict the initial commitment to a limited period of time (e.g. two weeks) and encourage the volunteer to reassess their commitment at the end of that period.
2. Dealing With Volunteer Enthusiasm
   Volunteers often want to begin with a grand commitment. Encourage them to start small and build up. If they begin with an overwhelming commitment and then back out, failure is established and you've lost a volunteer.

3. Ongoing Communication and Coordination
   Maintaining contact with volunteers and with those who use them in an attempt to identify problems as they emerge and to provide assistance as needed can be a problem. You should have a person, or cadre of people, working in different settings, whose role it is to maintain communication with volunteers and volunteer users. This person can also be a volunteer, or may be an aide, a counselor, or another willing person at the site being served.
4. Encouraging Volunteer Reliability
   Volunteers require a job that is meaningful to them if they are expected to operate reliably within that job. Time must be spent assuring that the user is offering the volunteer relevant work, and not asking them to clean the blackboard and empty the wastebaskets. Volunteers may also be rewarded for their continued participation through certificates of appreciation and/or yearly awards events.

In establishing the Mesa volunteer program, Sherry Jordan began with four month's research into existing materials and local organizations to assess what might apply to Mesa's needs, and assembled a packet of samples from other programs, job descriptions, and a tentative action plan. This exploration phase was combined with a needs assessment of the users (in this case, school principals) to assure that a volunteer program would be relevant.

Those who are interested in involving volunteers in their center's operation may draw on local community organizations such as Rotary and Kiwanis, on parent organizations, on senior homes and centers, and on existing volunteer agencies. Those using volunteers pointed out that the retirement community is relatively untapped and eager to work.

The organizations noted here and listed in the index can provide a variety of manuals, community promotion pamphlets, and handbooks for volunteers and for those who use them which may assist centers interested in exploring the potential of volunteer participation.

Because the majority of existing programs are school based, and because the career education movement has developed primarily in educational settings, the business, labor, industry and professional community (referred to as BLIP hereafter) is most often seen in the role of helper or resource. As a result of this history and perception, schools are often in the position of attempting to gain BLIP involvement, and of offering rationales for BLIP participation. On the community level, the BLIP sector accrues direct benefits from a career center which prepares clients adequately for the world of work. Where communities do not have such a service, the BLIP sector suffers. Workplaces, in Hartford, Connecticut, developed because their BLIP community had a clear understanding of this situation.

Like a growing number of communities, minority unemployment in Hartford was increasing, exceeding 45%, while youth unemployment neared 65%. The BLIP community complained that the central city high schools produced graduates who were unable to perform the simplest entry-level clerical and technical jobs. As a result, they initiated a program in a collaborative effort with the schools and the city government, securing additional funds from the Department of Labor and state grants.

The Workplaces program takes screened junior and senior students away from the high school setting to teach them academic and job skills. Approximately 350 students attend classes in one of four career centers: insurance and banking, sponsored by 23 banks and insurance companies; electro-mechanical, sponsored by Xerox, IBM, 3M and AB Dick; health care, sponsored by all major area hospitals; auto repair, sponsored by a group of companies including Mobile Oil Corporation; and graphics, with support from a local community renewal team.

As students enter the two year program, they begin occupational training in the centers combined with academic training at an academic center. The job developers in each occupational center prescreen stu-

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dents, counsel them in terms of their career choice, place them in a job, track their progress, and conduct follow up. Students also spend one day a week in group counseling career sessions, and receive training in work behavior through career development classes. All students graduate with two credentials; a high school diploma, and a certificate of competence from the employer which should offer them an edge in the employment world. The academic standards of the Workplace program are higher than those in Hartford high schools.

The BLIP community has continued to offer concrete program support and participation. Working through the Greater Hartford Chamber of Commerce, companies sponsor career centers and provide part-time jobs. They also help develop curriculum, donate space, furniture, equipment , and supplies, and have offered the program an interest free loan to provide administrative offices for the career centers. By December of 1977, Hartford companies had contributed the equivalent of $500,000 to the project, which also used $800,000 in federal, state and local funds.

In other areas, the business community has initiated and directly operated career services. The Vought Corporation in Dallas, Texas, initiated a cooperative scholarship engineering career program for 15-20 participants a year in response to the limited number of engineering graduates in the area. In operation over twenty years, the Vought Systems Career Program encourages a strong link between the student, the college and the company, and offers participating students close contact and counseling.

The Technical Advisors Program in Denver, Colorado, was initiated by Western Electric and is now sponsored and coordinated by the Chamber of Commerce and involves a range of advisors from local corporations. The technical advisor's role is to help supplement and enrich the high school curriculum, working individually or in small groups with students one or two hours a week. Contact with the advisor expands the students'

career awareness, and because of the no-threat relationship with the student, the advisor can serve in an effective counseling role, helping to eliminate anxieties and discuss goals and ambitions.

The Summer Guidance Program for Teachers, sponsored by General Electric and operated with cooperation from other industries, upgrades teacher information about the world of work, vocational guidance and career development. Professional instruction in counseling is combined with first hand experience in General Electric plants and other local industries.

The programs above are described because they indicate the type of energy and commitment available in the business community. They also offer a sampling of the types of services the BLIP community can offer, beyond speakers and/or field trips.

Romayne Knapp, assistant director of Open Doors which is sponsored by the Economic Development Council and the National Alliance of Businessmen, notes that you need to approach business on their own terms. You should examine what is already happening in your community in terms of BLIP participation and in terms of their commitment to outreach and public relations. Ms. Knapp also identified a need to develop a better definition for BLIP participation, and to outline concrete requests for the BLIP community.

Joyce Milliken, director of career development in the Workplaces program in Hartford notes that programs relying on strong collaboration from industry must stand on their own outcomes. She adds, 'Never attempt to negotiate with industry in terms of commitment to hire - you must show accountability for your own goals.' Indeed, if a strong incentive for BLIP participation in community career education is to assure that job-seekers within the community are adequately prepared for entry-level jobs, for ongoing work, and for advancement, then the CCERC should assume the responsibility, given significant BLIP support and participation, of preparing those job-seekers.

Because there are no actual CCERCs in existence, this section is necessarily brief. Potential ideas for staffing, managing and financing the CCERC are extrapolated from the experiences of existing career centers and programs.

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STAFFING

Who actually operates a CCERC? The first rule of thumb from existing centers is to relate staffing directly to services and to audiences. There is no point in having a librarian if no one comes to the library. There may well be a need for a public relations/trainer to let people know about the library and how to use it. Select staff and structure their roles as you identify tasks or major areas of responsibility which require staff time. This rule has been particularly difficult for those who receive a certain amount of money and must spend it to assure that they will receive the same amount or more the following year.

Most existing centers found that there is a tremendous amount of detail work involved in operation, and concern with detail can easily lead to misuse of professionals staffing a center. Recognition of the amount of routine work required should directly influence staffing. Why pay a counselor a full time salary when two-thirds of the time is spent filing? Hire a part-time counselor and a clerk. The section on 'Volunteers' offers another alternative for supplementing staff resources.

A final difficulty in staffing was identified by the Workplaces program in Hartford, Connecticut. Because their centers serve schools and the business community, there is a need for personnel with expertise in both education and business technology. Educators often lack information or experience concerning the business world, while business people have little experience as educators or counselors. Workplaces noted that there are talented people in industry (working in public relations or personnel) with the combined skills, but that centers can't compete with the type of salary being offered by industry. One solution to this problem would be to gain loaned executives for center staffing through BLIP participation. Another would be to structure staff development for the center staff which would address the problem.

Staff members for a center can include: counselors, loaned executives, secretaries, librarians, paraprofessionals and volunteers. The center may have an extensive staff or may be run by one person dealing with organization, communication and referral. In any case, staff time should relate directly to center objectives and function.

HOUSING

Where should a CCERC be located? The immediate answer would be - where the audiences are. 70001 is perhaps the best example of this; locating its programs for out of school youth in shopping centers and similar locations, away from the school setting which the youth has already rejected. Other programs, while housed centrally, generally in an educational setting, reach adult clients through mobile vans which park in areas adults frequent, and through telephone information programs which community members can access to from their homes.

There may be an initial temptation to centralize, particularly when structuring a comprehensive community center. Like a number of programs surveyed, the Center for Career Development in Mesa, Arizona, began with this notion. Carolyn Raymond, the director, noted that while the original idea of centralization was to offer easy access to a total range of resources, experience led to recognition of the need to decentralize if audiences were to be reached or available services utilized.

Career centers are currently located primarily within schools. Their setting within the school has been haphazard. The 'Study of Career Centers in the State of California' states that, '. . most centers begin with whatever space is available and move to more suitable locations as the opportunity arises.' The study also notes that the location can 'rub off' on the center. For example, if the center is located near the counseling department, it will be seen as a component of counseling.

A community center might best be located in a place or places in the

community, serving schools through existing school-based centers. Business participation and support of the center might extend to free use of space, as is the case with Open Doors, in New York, which is housed in the NAB offices, or to an interest free loan to secure space, as the business community did for the Workplaces program in Hartford.

The center might be a centrally located office which serves a coordinating function, may be a comprehensive library/training/counseling center, or may be a network of mini-centers. As with staffing, space should relate directly to function.

ADVISORY COMMITTEES

Advisory committees are utilized most frequently in the career education movement as a way of generating community support for and participation in school-based career education programs. The role of the committees, however, can vary widely from a rubber stamp group, to a policy board, to active participation in program activities.

The advisory committee can offer active advice on program decisions, help to push policy through the school board, or help the staff accomplish their objectives. They can also be involved in recruiting resources, program evaluation, program promotion and materials review.

Members of the advisory board can include representatives from the professions, government, labor, youth services, business, the board of education, and the schools.

Starting an advisory board should be a second step; determining what you want the advisory board to do the first. You may want a 'big name' advisory board for ensuring high level support of your program. In this case, it is necessary to determine the structure of power interaction within the community and to gain representatives from key groups, rather than key personalities. You may want to identify political drives within the community which work to your advantage and recruit from those groups.

Top management advisory boards are not generally active in program decision making, support or operation. Once an advisory board is established, you may want to allow top management to leave, reassigning their positions to a person lower down in their agency who has time (one full day a month or more) to devote to program work. Other advisory boards remain 'big name', with their participation in the center being more apparent than real.

Many centers utilize levels of advisory boards. Working down from the 'big name' board, other individuals from key agencies or interest groups are asked to serve on task forces which have specific functions or tasks. In Mesa, Arizona, for example, in addition to the advisory board which plays an active role in terms of ongoing business and community support and participation, there is an educators' task force which deals with definitions and implementation, and a student task force which provides student input on specific issues. Other task forces or committees have been established for specific program components, such as volunteer services.

It seems inevitable, given the history of the movement, that a CCERC will have an advisory board or boards. The function and level of participation of the board will depend upon the community and its particular political structure, and on the director and staff of the center. Active advisory boards within the centers observed contributed significantly to program operation and expansion.

COSTS

Just as the types of programs and centers varied widely within this survey, costs tended to fluctuate. It is impossible, at this time, to determine

a direct correlation between cost and effectiveness. Speaker bureau services may cost as much as $50,000, but can be operated with a more modest budget. The Career Education Resource Center in Great Falls, Montana, for example, operates at a cost of $2,700 a year.

BICEP, in their survey in the course of developing 'School-Community Linking Agencies: A National Guide' found that the first challenge of centers, in terms of difficulty, is having adequate funds to maintain programs. In addition, over half of the programs surveyed by BICEP originated in response to state or federal grants.

The American Assoc. of Community and Jr. Colleges, in its attempt to establish Education-Work Councils within community college settings, noted the danger of being overly responsive to funding sources at the risk of losing a central focus or identity. While the councils were intended to be non-partisan agencies serving the community, there is a fear that they may develop into overly specific programs or organizations in order to qualify for local, state and federal assistance opportunities. They could then become more like traditional community interest groups and less like model community-education work councils.

IPAR, operating in Portland, Oregon, stresses the need to balance sources of income and support. The primary reason is to remain in the role of a non-partisan linking organization, and the second is to avoid having to respond to the types of pressures resulting from reliance on one funding source. Their suggestions for enlisting financial support from diverse sources within the community include:

- Develop annual fund raising campaigns using volunteers from the community and the schools.
- Get commitment from major business and other organizations to provide loaned executives to make a designated number of calls to recruit financial support.
- Send a letter signed by respected community member(s) to business, labor, industry and other community organizations, requesting financial support.
- Develop a tie in with a community function or benefit that can raise funds for non-profit organizations such as IPAR.
- Draw on local community organizations for help - such as the chamber of commerce, Rotary, Kiwanis, women's club, etc.

This section lists those programs which responded to the need for information about existing activities and centers, and includes all programs specifically referred to within the text of the catalogue.

References which proved particularly helpful in the catalogue's development, and which should offer the reader additional information in specific areas are also included.

Because of the plethora of existing programs sharing the words 'career, community, center and/or collaboration' in their titles, the index has listed programs by source names (e.g. Michigan State University) where appropriate, to facilitate locating centers of interest.

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CENTERS AND SERVICES

Arapahoe Community College
Community Career Resource Center
Dr. Don Carson, Coordinator of Cooperative Career Education
5900 S. Santa Fe
Littleton, Colorado 80120

Area Cooperative Education Services
Robert Sondogata, Director
800 Dixvell Avenue
New Haven, Connecticut 06511

Association of Business, Labor and Education (ABLE)
Arthur H. Stewart, Executive Director
c/o National Alliance of Businessmen
New York, New York 10017

Business, Industry, Community Education Partnership (BICEP)
Donald L. Wright, Executive Director
1738 E. 2700 S.
Salt Lake City, Utah 84106

Career Education Associates
P.O. Box 4298
Cleveland, Ohio 44132

Career Education Community Resource Center
Frances Jackson, Supervisor of Career and Vocational Education
Voluntary Action Center and Great Falls Public Schools
P.O. Box 2428
Great Falls, Montana 59403

Career Guidance Center
Dr. John Patterson, Coordinator
1402 Royal Avenue
Simi Valley, California 93065

Career Resources Project
Gilda G. Hafele, Career Consultant
3501 1st Avenue
Evansville, Indiana 44710

Cashmere
Mrs. Bernadette Griffith, Director of Career Education
Cashmere School District
210 S. Division
Cashmere, Washington 98815

The College Board
Demonstration of Career Information Centers in Post-Secondary Institutions
Carol Aslanian, Associate Director, Future Directions for a Learning Society
888 Seventh Avenue
New York, New York 10019

Colorado Communities for Business and Education Interaction
James L. Simmons, Executive Director
Colorado Association of Commerce and Industry/Project Confidence
1390 Logan Street - Suide 308
Denver, Colorado 80203

Community Career Education Center Project
Dr. Donald Simpson, Director
Cooperative Educational Services
P.O. Box 2087
Norwalk, Connecticut

Corporation for Public/Private Ventures
Graham Finney, Director
1726 Cherry Street
Philadelphia, Pennsylvania 19103

CSRA Cooperative Education Service Agency
Julius McAnally, Career and Vocational Director
P.O. Drawer 1025
Thomson, Georgia 30824

Counseling-Career Search Survey
Marshall Chatwin, Counselor
Monterey Penninsula College
980 Fremont
Monterey, California 93940

Education-Work Councils
James R. Mahoney, Project Director
American Association of Community and Junior Colleges
One Dupont Circle N.W.
Suite 410
Washington, D.C. 20036

Educators in Industry
Joseph Bertotti, Manager
Corporate Education Relations
Career Guidance Programs
General Electric
3135 Easton Turnpike
Fairfield, Connecticut 06431

Florida State University
Curriculum-Career Information Service (CCIS)
Doctor Robert Reardon, Director
114 Bryan Hall
Tallahassee, Florida 32306

Focus
Dr. Mary Lou Powell, Director
1 Edgewood Avenue
Larchmont, New York 10538

Game-Sim
California Learning Situations
750 Lurline Drive
Foster City, California 94404

Hill High School Career Center
Jim Stiles, Career Center Director
5815 Wise Road
Lansing, Michigan 48910

Indiana Career Resource Center
Dr. Gerald O. Dudley, Director
1201-09 S. Greenlawn
South Bend, Indiana 46615

Institute for Public Affairs Research, Inc. (IPAR)
Andrew E. Jacobs, Jr., Executive Director
516 S.E. Morrison St. - Suite 710
Portland, Oregon 97214

Memphis Volunteer Placement Program
Fred Koch, Vice-President of Personnel
Goldsmith's Department Store
Main & Goyoso
Memphis, TN 38103

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Mesa Public Schools
Center for Career Development
Dr. Carolyn Raymond, Director of Career Education
549 N. Stapley Drive
Mesa, Arizona 85203

Michigan Career Education Resource Materials
Dr. Cas Heilman, Coordinator
Career Education Resources
3rd Floor, Erickson Hall
Michigan State University
East Lansing, Michigan 44824

Milwaukee Area Technical College
Bernard P. Greeson, Dean of Career Education
1015 N. Sixth Street
Room C-278
Milwaukee, Wisconsin 53203

Montana Effort for Collaborative Career Education Action (MECCA)
Mary Fenton, Project Director
606 25th Street N.
Great Falls, Montana 59401

Montgomery County Public Schools
Community Career Education Resource Centers
Lois P. Parker, Coordinator of Career Education
850 Hungerford Drive
Rockville, Maryland 20850

National Association for Industry-Education Cooperation
Dr. Donald M. Clark, President
235 Hendricks Blvd.
Buffalo, New York 14226

National Center for Educational Brokering
Francis U. Macy, Director
Suite 400
1211 Connecticut Avenue N.W.
Washington, D.C. 20036

National Center for Research in Vocational Exploration
Dr. Brian Fitch, Program Director - Alliance for Career and Vocational Education 1979 - 80
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

Niagara Falls Area Industry-Education Council
Dr. Donald M. Clark, Executive Director
607 Walnut Avenue
Niagara Falls, New York 14302

Oper Doors
Frances Low, Director
c/o National Alliance of Businessmen
380 Madison Avenue
New York, New York

San Diego Regional Career Information Center
Dr. Edwin Whitfield, Project Director
Department of Education, San Diego County
6401 Linda Vista Road
San Diego, California 92111

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See end of this section of index for listing.

Southeast Community College
Career Planning Center
Peg Novotny, Director
Lincoln Campus
2240 Vine Street
Lincoln, Nebraska 68503

Technical Advisors Program
R. Bruch Shelton, Staff Project Manager
Denver Chamber of Commerce
1301 Welton Street
Denver, Colorado 80204

Texas A&M University
Center for Educational Research in Free Enterprise
College Station, Texas 77843

Tri-County Industry-Education-Labor Council
Paul Musgrove, Executive Director
Illinois Central College
Room 1338
East Peoria, Illinois 61635

Utah State Department of Education
Joseph Luke, State Supervisor of Industrial Arts
248 E. 5 S.
Salt Lake City, Utah
Industrual Art Simulation Information:
Career Research Corporation
52 West Gordon Avenue
Salt Lake City, Utah 84115
Home Economic Simulation Information: Jan Winters, Utah State University Foundation, Utah State University

Vocational Exploration Group (VEG)
Joe Wittmer, Robert Myrick and Larry Loesch
Counselor Education Department
University of Florida
Information Contact:
Studies for Urban Man
P.O. Box 1039
Tempe, Arizona 85281

Vocational Information Program
Doris Ritter, Director of Placement Services
Thornton Community College
15800 S. State Street
South Holland, Illinois 60473

Vought Systems Career Programs
B.J. Armstrong, Supervisor of Education
Vought Corporation
P.O. Box 5907
Dallas, Texas 75222

Workplaces
Hartford Public Schools
Hartford Chamber of Commerce
George Richmond
Coordinator of Career Education
Joyce Milliken, Direcot
Director of Career Development
Hartford, Connecticut
(203) 566 - 6056

70001
Robscott Building
151 Chestnut Hill Road
Newark, Delaware 19711

REFERENCES

1978 Annual Career Education Handbook for Trainers
Carolyn Raymond, Editor
Palo Verde Associates
2032 East Riviera Drive
Tempe, Arizona 85282

Career Guidance Handbook
William F. Ashmore, Vocational Counselor
Colton Joint Unified School District
1212 Valencia Drive
Colton, California 92324

CIS: A New Dimension for Organizing Career Information Resources
Phyllis Stowers
Occupation Outlook Quarterly
Fall, 1975 Edition
Available from:
McNight Publishing Company
Dept. CI5-00Q
Box 2854
Bloomington, Illinois 61701

Dimensions: A Catalogue of Ideas Relating Education to Work
Prepared for the Office of Career Education by Pacific Consultants
Suite 410, 2020 K St. N.W.
Washington, D.C. 20036

Directory: Educational and Career Information Services for Adults
Tina Dabrowiak
National Center for Educational Brokering
405 Oak Street
Syracuse, New York 13203

ERIC Clearinghouse on Adult, Career and Vocational Education
National Center for Research in Vocational Education
Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

National Center for Career Education (NCCE)
University of Montana
P.O. Box 7815
Missoula, Montana

The Original American Early Morning Primer: A How to Do It Guide for Implementing Career Education in Rural Schools
See 'Cashmere' listed in first section of this index.

School-Community Linking Agencies - A National Guide
Compiled by Dr. Donald L. Wright and Teresa E. Taylor
See 'BICEP' listed in first section of this index.

A Study of Career Centers in the State of California
Grossmont Union High School District - Pupil Personnel Services
P.O. Box 1043
La Mesa, California 92041

The Industry-Education Council of California has received a contract from the U.S. Office of Education to plan and implement the Oakland Community Career Education Resource Center in Oakland, California.

Those involved in the collaborative effort include: California Employment Development Department, Oakland Office; City of Oakland, Manpower Planning Office (CETA Prime Sponsor); Oakland Public Schools, including the Adult Education Department, Office of Career and Vocational Education and the Teacher Shelter (a teacher training center); Oakland Community Careers Council - Peralta College, the New Oakland Committee, and the National Manpower Institute; National Alliance of Businessmen, Oakland Metro Office; and Human Resources Development, Inc., AFL-CIO, Central Labor Council.

A key intent for the survey/catalogue process leading to this publication was to contribute a perspective on the national 'state of the art' to those involved in developing the Oakland CCERC. As noted, the survey-catalogue process was conducted in a brief period of time, and it is expected that a number of centers and programs which are not included in the catalogue may have significant contributions to make in terms of ideas and input for the Oakland CCERC design.

The Oakland CCERC will develop a monograph describing its development and outcomes, and will also be hosting a national forum/workshop in the San Francisco Bay Area for those involved in similar efforts, and for those who can offer information and expertise in reviewing the Oakland CCERC process and its implications for other CCERCs.

If you have information or ideas that would contribute to development of the Oakland CCERC; if you would like to receive a copy of the monograph when it is completed; or if you are interested in attending the national conference to be held in November of 1979, contact the Oakland CCERC - c/o Industry-Education Council of California, 149 Ninth Street, San Francisco, California 94103 (415) 864-2656.

FEEDBACK - FORUM